

2010-2011 Annual Report to New York State Education Department from Green Dot New York Charter School

Prepared on August 1, 2011 by Ashish Kapadia, Principal

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School Information and Cover Page
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School Name: Green Dot New York Charter School

School Leader: Ashish Kapadia

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BEDS # 320800860920

District/CSD of Location: District #7

Charter authorizer: SUNY-CSI

Chair, Board of Trustees: Steve Barr

Date school first opened for instruction: September 2008

2010-11 Enrollment: 303 on September 7, 2010

2010-11 Grades Served: 9-11

Our signatures below attest that all of the information contained herein is truthful and accurate.

Ashish Kapadia, Principal

Print Name, Head of Charter School

Signature and Date

Steve Barr, Chairman of the Board of Trustees

Print Name, President, Board of Trustees

Signature and Date

The link to the New York State Report Card for Green Dot New York Charter School is:

<https://www.nystart.gov/publicweb/School.do?county=BRONX&district=&school=320700860920&year=2010>

Annual Report Requirement
for SUNY Authorized Charter Schools
Green Dot NY Charter School

Administrative expenditures per pupil: \$3,442

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported

Total Expenses per Pupil: \$13,333

**GREEN DOT NEW YORK
CHARTER SCHOOL**

2011-2012

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute
on July 31, 2011

By Ashish Kapadia
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Ashish Kapadia prepared this 2010-2011 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Steve Barr	Chairman of the Board of Trustees
Jeffrey Leeds	Board Member
Randi Weingarten	Board Member
Burton Sacks	Board Member
Gideon Stein	Board Member
Deborah Levitzky	Board Member
Bonnie Steingart	Board Member
Charles King	Board Member

INTRODUCTION –

The mission of Green Dot New York Charter School is to prepare students for success in college, leadership and life. Green Dot New York Charter School is achieving this mission by creating a small, college-preparatory high school where all stakeholders (administrators, teachers, parents, and community) actively engage in the education process. We have created a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at Green Dot New York Charter School is that *all* students can go to college and that their preparation is our professional responsibility and moral obligation.

Green Dot New York Charter School aims to graduate "agents of change" who desire to positively impact our communities. Our vision is for the majority of Green Dot New York Charter School graduates to return to their communities with college degrees and as professionals, with the goal of revitalizing their neighborhoods. Green Dot New York Charter School aims for nothing short of graduating students who will be self-confident, self-disciplined, successful, pro-active leaders who excel in college and beyond.

Our mission and vision statements are in line with current research and education practices. Green Dot New York **Charter School's underlying philosophy is based on the belief that all** students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Green Dot Model

Green Dot Public Schools is rooted in a steadfast **belief that central to a school's success is** the presence of a strong teacher in every classroom. Green Dot Public Schools asserts that **with the right preparation and professional development, a school's faculty is best poised to** make the decisions that benefit their students. For this reason, Green Dot embraces a site-based decision making model in which teachers, as true professionals, take full **responsibility for their students' success. Teachers' first and foremost responsibility is to** work to ensure that every student they teach move toward or beyond grade level. To do this, Green Dot Public Schools has developed a model in which a professional community is predicated on collaboration, reflection and feedback, and continual improvement.

Green Dot Public Schools' experience, supported by research and its own success, indicates that students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school model. To create the personalized, nurturing and supportive environment that best fosters student motivation, learning and student success, Green Dot New York Charter School is closely replicating the model that Green Dot Public Schools has developed over the past nine years. Core to this model are Green Dot's Six Tenets which serve as the levers for student success.

The Six Tenets

The Six Tenets are a set of six core principles that all schools in the Green Dot Public Schools network follow and that are being replicated at Green Dot New York Charter School:

1.) Small, Safe, Personalized Schools

All Green Dot schools are small (approximately 400 to 500 students when fully developed), creating a personalized environment that gives each student the best chance of success. Green Dot New York Charter School is no different. In such a setting, students are held accountable for their actions while administrators and teachers develop personal relationships with each student and his/her family. Smaller high schools, with a clear and consistently applied code of conduct, have proven to be safer and to decrease the security risks inherent in urban schools as potential problems are recognized earlier and mitigated. Classes are also kept as small as possible. The student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

2.) High Expectations and Extra-Supports

Green Dot schools have high expectations for all students. At Green Dot New York Charter School, every student will take demanding college preparatory courses that meet the New York State Regents requirements and are aligned with New York State Learning Standards. Extensive student intervention and support programs are offered at all Green Dot Schools in order to help students master a challenging college preparatory curriculum. These support programs are designed to address the needs of those students who are not ready for 9th grade-level work. As a result, Green Dot students are prepared for success at a four-year college or university.

3.) Local Control with Extensive Professional Development and Accountability

Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring and curriculum. While the Green Dot home office supports the implementation of recommended practices to Green Dot New York **Charter School, the school's principal,** teachers and Board of Trustees have ultimate discretion on how to employ these practices.

Extensive training and professional development prepare Green Dot New York's **principal** and teachers to make effective decisions related to instruction and school site management. A comprehensive professional development program is implemented at the school, based on core principles of collaboration, reflection, and continuous improvement.

In Green Dot Schools, site-based management extends to students, who are included in important school decisions. Empowering students in this way allows them to develop a greater sense of responsibility for their own education and a heightened excitement for learning. At all Green Dot schools, including Green Dot New York Charter School, students decide what clubs and sports teams they will have, choose a mascot, and participate in the hiring of new teachers.

4.) Parent Participation

Families are invited and expected to participate in their children's education experience at all Green Dot schools. Green Dot is committed to actively integrating **parents/guardians into all aspects of their students' school experience through** education programs aimed at helping parents support their students. This year, we had three parent-teacher conferences. All three had between 50% and 85% family representation at these meetings.

5.) Get Dollars into the Classroom

Green Dot drives as much funding as possible into the classroom. Through efficient **operation, Green Dot's Home Office** and United Federation of Teachers Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact kids.

6.) Keep Schools Open Later

Facilities of Green Dot schools are kept open until at least 5:00pm daily to provide students with safe, enriching after-school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are **provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous.** Green Dot New York Charter School is no different.

Green Dot New York Charter School, by closely replicating the Six Tenets found in its sister schools in Los Angeles, is poised for success. In addition to the Six Tenets, other recommended practices of Green Dot schools that are replicated include:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Data-driven instruction based on regular interim assessments
- History of New York elective based on social and civil rights movements
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for all faculty and staff
- Kid Talk sessions to focus on at-risk students
- Academic Improvement Sheets to track the daily progress of at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- Adults mentors for at-risk students
- 95-5% time allocation of key administrative staff (95% of time dedicated to work responsibilities, 5% for professional development activities)

Standards-Aligned and Regents-Ready Curriculum

Green Dot New York Charter School students enroll in a scope and sequence of courses aligned to the New York State Learning Standards and will take the complete set of Regents exams necessary to earn a Regents diploma. Additional courses will include a full sequence of Spanish classes, technology, the History of New York City, and art classes.

Academic Support and Intervention

The following are some of the intervention and support programs built into Green Dot's school model to be replicated at Green Dot New York Charter School:

- **Summer Bridge Program:** Typically a two and a half to five week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, Physics, Physical Education, Spanish, Mathematics, Health, Global History and Geography, and various branches of science. It is focused on the theme of ***Horizons*** and acclimates the incoming freshman to Green Dot culture by stressing the values of preparation, self-assessment, stress management and leadership as a means of being successful.
- **Reading Intervention Program:** Read 180, a standards-aligned program for reading is provided to students who test low in reading. Typically Read 180 is given to ninth graders in lieu of an elective class; however, the opportunity is extended to upperclassmen in need of continuing support in reading and writing.
- **Math Intervention:** Students struggling in math receive intervention through advisory classes and individual tutoring during their math teachers' office hours. Peer tutoring was established to help students who entered 9th grade with particularly low numeracy skills.
- **Advisory:** The advisory program is designed to be a 30-minute intervention period in the middle of the school day. Typically, students meet with their advisors four or five times per week. The Advisory class has a different focus at each grade level, although it focuses on a combination of academic skills, individual academic progress, college planning, teambuilding, and social/emotional topics.
- **Special Education and ELL Support:** Green Dot Public Schools has a track record of working with ELL students, with a focus on building English fluency and writing skills. Its special education approach combines "push-in" services and "pull-out" services as needed, giving students personalized supports that are consistent with their IEPs.
- **Faculty Office Hours:** All faculty hold office hours during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of Green Dot schools, professional

development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

Core Values

Green Dot New York Charter School adopts the same core values as all other Green Dot schools. These are:

1. An unwavering belief in all students
2. All stakeholders are critical to the education process
3. Passion for excellence
4. Respect for others and community
5. Personal responsibility

School Information

Green Dot New York Charter School opened with its Summer Bridge Program for the Class of 2012 on July 6, 2008. The Class of 2012 began its regular academic year on September 2008. The school began with 117 9th grade students and currently has 93 11th graders. The Class of 2013 started high school in September 2009 with 108 9th graders and currently has 99 10th graders. The Class of 2014 started high school in September 2010 with 104 ninth graders and finished the year with 100 freshmen.

The student body is 33% African-American, 64% Hispanic-American and 3% unclassified, Asian, Caucasian, or other. 89% of the entire student body is entitled to free or reduced-price lunch.

We averaged over 93% attendance for the 2010-2011 school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008-09										117				117
2009-10										108	102			210
2010-11										100	99	93		292

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts - Green Dot New York Charter School students will become proficient readers and writers of the English Language.

Background

The pursuit of advanced literacy is an active engagement of the English department at Green Dot. To assist in this endeavor, Green Dot New York Charter School allots a significant amount of learning time to English language skills. Students receive two different courses in English annually. One course is language-centered, focusing on grammar, writing, public speaking, etc. and the other is a traditional ELA class which emphasizes literature, poetry, short stories, etc.

Independent Reading is stressed in the 9th, 10th and 11th grade ELA classes and significant time and emphasis is placed on helping the students to develop as critical readers in their chosen literature. Texts within the Independent library ranged from contemporary to classic and are of various skill levels.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to their “Process Pieces”. These processes pieces encourage students to view writing as a process and quarterly, students write a major paper that is assessed as both a finished product and the process the students take to get there. This includes everything from the pre-writing to final draft stages of writing.

The 9th grade English course is taught through three different courses at Green Dot New York. The first course is a traditional English Language Arts class, which all 9th graders take. This course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books were chosen for students to read, such as: A Separate Peace, by John Knowles; Romeo and Juliet, by William Shakespeare; and The House on Mango Street, by Sandra Cisneros. The course is also engages students through short stories and poetry. The course heavily focuses on the **development of the students’ reading skills and their ability to communicate effectively in their writing.**

The second English class that 9th grade students take is either Read 180 or English Composition. READ 180 is a reading intervention program created by Scholastic to improve

comprehension, spelling, phonics, and vocabulary acquisition. All students are initially tested with the Scholastic Reading Inventory Exam (SRI) to determine whether their reading skills are above, at, or below grade level. While, student above or near grade level in literacy are placed in an English Composition class, students well below grade level are programmed to take this reading course. In the READ 180 class, students rotate in small groups between direct instruction with the teacher, independent reading, and computer-based learning. Students that show significant measurable progress in READ 180 are then scheduled to take an English Composition course for the second semester.

The English Composition course focuses more heavily on the structure of language and students are immersed in grammar and vocabulary exercises. The course is designed to **strengthen the student's ability to express themselves formally in different types of writing**. It mirrors the ELA course and looks at the language and side of the texts being studied.

The 10th graders take a course in creative writing and a standard ELA course. The 10th grade ELA course this year focused on the idea of alienation and students read a variety of texts around that theme including Of Mice and Men, by John Steinbeck; The Facts Speak for Themselves, by Brock Cole; Wish You Were Here, by Matt de la Pena; and Flowers for Algernon by Daniel Keyes; as well as poetry, non-fiction and short stories. The course draws **deeper on the students' analytical skills by exposing them to a critical lens prompt daily that** encouraged them to make literary connections among the various books they have read over the 2 years.

The 10th grade creative writing course focuses on their skills as writers, teaching them to manipulate language for a creative purpose. It is a grammar intensive and vocabulary rich course. It also looks at the PSAT verbal section in depth during the months of September and October.

The 11th grade ELA course connects English Language Arts with United States History in an interdisciplinary approach, preparing students for the Regents. The 11th grade ELA course this year focused on language development as well as analytical and critical thinking. Students read a variety of texts around that theme including: Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself, by Frederick Douglass; The Adventures of Huckleberry Finn, by Mark Twain; The Catcher in the Rye, by J.D. Salinger; and The Crucible, by Arthur Miller along with covering other supplemental stories. While

students were being prepared to take the ELA regents exam, the class focused more on the application of skills acquired over the course of the previous two years.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

Students take the Regents exam in English Language Arts at the end of their third year. Students are prepared for the ELA Regents exam through three years of ELA as well as additional English classes each year. **Results**

This goal has already been met for the Class of 2012, though the school is not in its 4th year. 86 out of 93 juniors have passed the English Language Arts (ELA) Regents. This is a 92% pass rate.

Goal 1: Absolute Measure -

Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In June 2011, the Class of 2012 took the ELA Regents Exam for the first time. The PI was calculated by adding the percentage of students who scored on levels 2, 3, and 4 on the test to the percentage of students who scored on levels 2, 3, and 4.

Results

Though Green Dot is not yet in its 4th year, this goal has already been met for the Class of 2012, the first cohort to take the ELA Regents Exam. 86 out of 93 students, or 92% of the juniors, passed the English Language Arts Regents. The Performance Index (PI) is 194 because only 3% of the juniors scored level one (less than 55%) on the Regents Exam. This exceeds the PI for this year of 177.

June 2011 English Language Arts Regents

Level 1	Level 2	Level 3	Level 4
3.2%	4.3%	65.6%	26.9%

Goal 1: Comparative Measure -

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of

students in the high school Accountability Cohort from the local school district. The local school district is 7.

Method

The information on District 7 Regents exam performance for the 2010-2011 school year has not yet been released so the only method by which to compare is to examine the percentage for the district for the 2009-2010 school year.

Results

Though Green Dot New York Charter High School is not yet in its 4th year, this goal has already been met for the Class of 2012. Examining the comparative data, the Class of 2012 surpassed school district 7. For the 2009-2010 school year, 66% of students in District 7 passed the ELA Regents Exam with a minimum score of 65. 92% of the Class of 2012 passed the exam on the first attempt with a minimum grade of 65.

Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between **their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.**

Method

As our students will be preparing for the New York State Regents Examination in ELA, we do not use a norm-referenced exam so this is not applicable.

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	92% of the Class of 2012 passed ELA Regents, though school is not in its 4 th year
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Already achieved for the Class of 2012 because the PI is 197, though the school is not in its 4 th year
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district.	Achieved for the Class of 2012 although information for the district for the 2010-2011 school year is unavailable
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not applicable

Action Plan – After spending a year focused on increasing the quality and quantity of student writing across the curriculum as part of our internal

schoolwide pedagogical goal, we will continue to incorporate literacy as a major pedagogical goal for the upcoming school year. For the Class of 2012, the seven students who have yet to pass the ELA Regents will attend summer school classes to prepare for the exam. We will continue to require freshmen and sophomores to take two English classes, juniors to focus on the SAT reading and writing in addition to 11th grade ELA, and seniors to focus on more challenging literature as part of 12th grade ELA. In addition, seniors who are not in an Advanced Placement class will take a humanities course where they focus on writing college-level papers.

For the Class of 2013, we will continue to implement best practices in preparation for the ELA Regents Exam and continue to institute a Saturday Academy to improve student literacy levels.

MATHEMATICS

Goal 2: Mathematics

Green Dot New York Charter School students will become proficient in the application of mathematical skills and concepts.

Background

The mathematics curriculum is based on **New York's** curriculum guidelines. We aim to fashion a mathematics course of study for the individual learner. All incoming freshmen take Integrated Algebra. The 9th grade course is a skills based course with a goal that students have a working knowledge of algebraic concepts such that the student can apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students are able to solve and graph linear and quadratic equations. There is a very limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Integrated Algebra. Where appropriate, students move onto 10th grade mathematics with a focus on Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Algebra I and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate

geometry, and surface area and volume of solids. This course will use real world/practical problems as well as reinforce skills and concepts developed in Algebra I. Juniors will take Trigonometry and seniors take pre-calculus or statistics.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Exam in Integrated Algebra to 100 freshmen and 3 sophomores in June 2011. The school administered the Geometry Exam in June 2011 to 43 students from the Class of 2013.

Results

The table below summarizes participation information for this year's test administration.

The table indicates total enrollment and total number of students tested. The table identifies the number of students who passed the exam with 65 or better.

Exam	Exam Date	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
Integrated Algebra	June 2011	2013	3	3
Integrated Algebra	June 2011	2014	100	84
Geometry	June 2011	2013	43	41

Integrated Algebra

The results on the Integrated Algebra Regents Examination clearly show progress in our attempt to reach the absolute measure for the first goal for multiple cohorts. With three sophomores passing the Integrated Algebra Regents Exam in June 2011, all of the Class of 2012 and all of the Class of 2013 have passed the Integrated Algebra Regents Exam. As for the Class of 2014, 84 students have passed the Integrated Algebra Exam on the first attempt. Sixteen students from cohort will re-take the Integrated Algebra Regents Exam in August 2011.

Geometry

In June 2011, 41 out of 43 sophomores passed the Geometry Regents Exam on the first attempt, making them one step closer to earning an Advanced Regents Diploma. Students in the Class of 2012 who passed the Geometry Regents Exam will have the opportunity to earn an Advanced Regents Diploma by passing the Trigonometry Regents Exam.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Result

All students in the Class of 2012 and Class of 2013 have passed the Integrated Algebra Regents Exam so this goal has been met for both cohorts.

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2010-11 is 173. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The PI for the Class of 2012 and the Class of 2013 is 200 as all students in those cohorts have passed the Integrated Algebra Regents Exam.

Evaluation

We exceeded the predicted 173 and would have met our AMO if this was our fourth year.

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Method

We compared the 2011 Integrated Algebra Regents Exam to last year's averages for District 7 since, at the time of writing the report, Regents scores for the district had not been released. This methodology is used only for the Class of 2014.

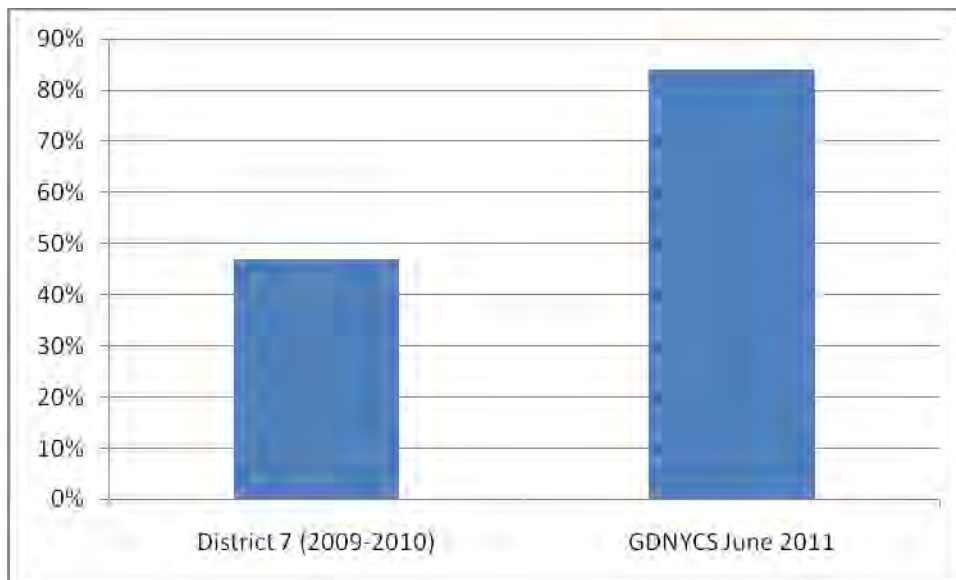
Results

For the Class of 2012 and Class of 2013, all students have passed the Integrated Algebra Regents Exam.

In the 2009-2010 school year, 2375 students in District 7 took the Integrated Algebra examination. Of those students, 47% scored at or above 65%.

The Integrated Algebra Regents Examination that was administered in June 2011 Green Dot New York students showed 84% of students in the Class of 2014.

INTEGRATED ALGEBRA REGENTS EXAM RESULTS for June 2011



Evaluation

As the data illustrates, students at Green Dot New York Charter School have greatly surpassed the results on the Integrated Algebra Regents exam as it compares to the District 7 data from the 2009-2010 school year.

Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference

between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

GDNYCS does not use a norm-referenced exam since our students prepare for the state Regents exams in Integrated Algebra and Geometry.

Results

N/A

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	GDNYCS has met this measure for the Class of 2012 and 2013 for this year despite not having students complete their fourth year
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8 th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	GDNYCS has met this measure for the Class of 2012 and 2013 for this year despite not having students complete their fourth year
Absolute	Each year, the Performance Index (PI) on the	GDNYCS has

	Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	met this measure for the Class of 2012 and 2013 for this year despite not having students complete their fourth year.
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	GDNYCS has met this measure for the Class of 2012 and 2013 for this year despite not having students complete their fourth year
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not applicable

Action Plan

Green Dot is committed to helping students become proficient in the application of mathematical skills and concepts. We will continue to incorporate, within the curriculum,

unit exams have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for the following intervention programs: office hours, one-on-one peer tutoring, and small-group tutoring, peer tutoring, and tutoring led by college students.

In addition, our technology teacher assists students with mastering the graphing calculator so they can use it more successfully in the course as they approach higher level mathematics.

To encourage higher-level learners to deepen their appreciation for mathematics, we have an after school Math club in which students compete against each other in various math activities.

SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Background

After evaluating the incoming skill levels of our students in science as well as the course of study written in our charter, we wrote to the Charter School Institute to determine whether a change in the course of study would constitute a material change to our charter. CSI responded that it would not be a material change. Therefore, the course of study in science at Green Dot is as follows:

In year 1, students take Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

In year 2, students take Living Environment. This course investigates ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam.

In year 3, students take Earth Science. The Earth Science program focuses on the interconnectedness of geology, astronomy, meteorology and astronomy. Students develop as scientific thinkers by learning to use the scientific inquiry method to understand minerals, rocks, earth, motion, dimensions and history, earthquakes, oceanography, astronomy, meteorology, the water cycle and climates, atmospheric energy, landscape development and environmental change, deposition, weathering and erosion.

A cornerstone of this course beyond the use of scientific inquiry is to examine the historical ideas and themes prevalent in the scientific community with respects to our understanding of the earth. Students examine both the origins of the universe as well as the interactions between air, water and land. Laboratory exercises are also an integral part of the course that gives hands-on experience on mineral identification and testing. GDNYCS students may take the NYS Regents Examination in Earth Science in June.

In Year 4, students may potentially take a traditional chemistry or physics course.

In lieu of these physical science courses, students may take Forensics which is the application of all the branches of science to field of law course of study. The course pulls scientific theory from biology, chemistry and physics and examines the science in action through case study analysis. The forensic science course examines but is not limited to an overview of forensic science, crime scene analysis, organic analysis, fingerprints (beginning and advanced), World Trade Center investigation, ballistics, arson, explosives, document analysis, hair and fiber, DNA, crime investigation, forensic photography, footwear and tire marks, entomology, chemistry, penal law, and major case studies.

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

Method

The Living Environment Regents Exam was administered in June 2011.

Results

All students in the Class of 2012 have passed the Living Environment Regents Exam. 96 out of 100 students in the Class of 2013 took the Living Environment Regents Exam in June 2011. Of the 96, 82 passed the exam on the first attempt, yielding an 82% passing rate for the cohort.

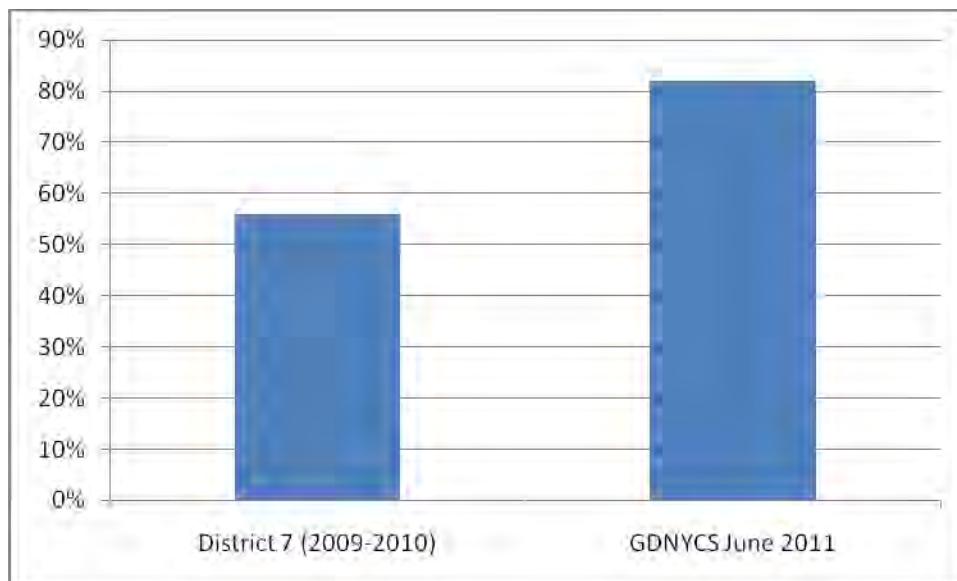
Living Environment Exam Dates	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
June 2011	2013	96	82

Evaluation

All students in the Class of 2012 have passed the Living Environment Regents Exam.

Comparing our school's results with those of the local district, GDNYS outpaces the local high schools on this exam. GDNYS's passing rate on this year's Living Environment Regents Exam was 26% higher than that of District 7 from last year. Note that there is no released data on District 7's passing rate for the 2010-2011 school year.

Regents Exam in Living Environment



Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.	Achieved for the Class of 2012 and Class of 2013 despite not reaching our fourth year.

Action Plan

In order to enhance our students' knowledge and understanding of the scientific world and meet measure one, we will look into using ExamGen or other programs in future school years to design benchmark exams. These benchmark exams will be created based on the New York State standards, Regents exams, and recommendations from the National Science Foundation.

For the Class of 2012 and the Class of 2013, we will offer chemistry in order to broaden our students' knowledge of physical science. This will allow the Class of 2013 to take an advanced placement science class when those students are seniors or take a forensics class in its stead. Additionally, offering chemistry to both grade levels at once next year is programmatically better for exposing our students to laboratory activities.

SOCIAL STUDIES**Goal 4: Social Studies**

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Background

Students at Green Dot New York Charter School take global history and geography during 9th and 10th grade. In the 9th grade, students are immersed in the study of ancient civilizations and geography. It spans the beginning of the human race to the Enlightenment. In 10th grade students learn modern global history and geography which spans the French revolution to the present. Both classes, aligned with the New York State learning standards,

are taught thematically and chronologically. Students take the Regents Exam in Global History and Geography at the end of 10th grade.

The 11th grade curriculum is aligned with the New York State learning standards and the curriculum focuses on United States History which culminates in the New York State Regents exam.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Exam in Global History and Geography and in U.S. History and Government by the completion of their fourth year in the cohort.

Method

The Global History and Geography Regents Exam was administered in January 2011 to six students from the Class of 2012 and in June 2011 to the Class of 2013. The US History and Government Regents Exam was administered in June 2011 to 92 out of 93 students in the Class of 2012.

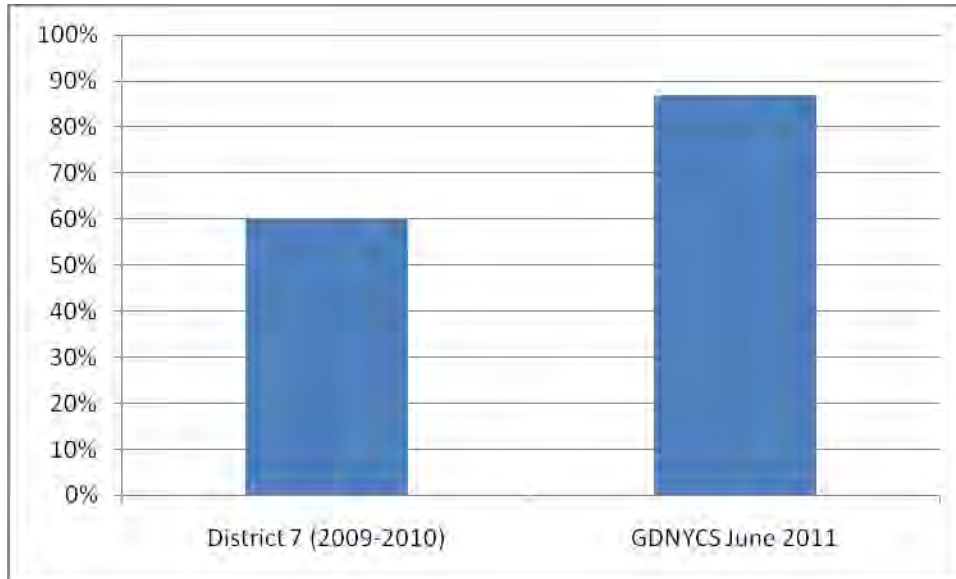
Results

Global History and Geography Exam Date	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
January 2011	2012	6	5
June 2011	2012	1	1
June 2011	2013	99	76
US History and Government Exam Date	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
June 2011	2012	92	80

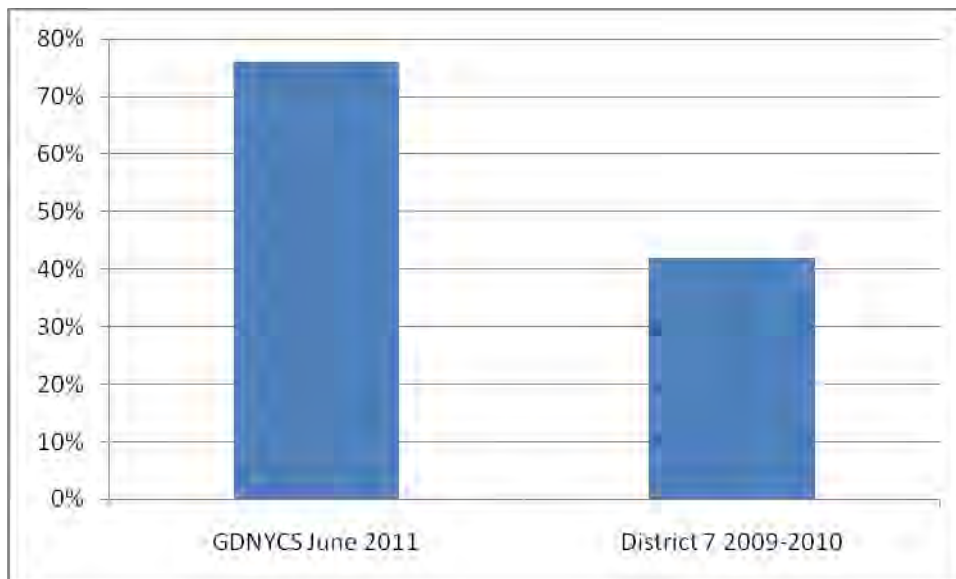
Compared to the local district, GDNYCS students performed notably better. Data is unavailable for District 7 for the 2010-2011 school year, but for the 2009-2010 school year

the district passing rate for the Global History and Geography Regents Exam was 42%. For US History and Government, the district passing rate was 60%.

Regents Exam in US History and Government



Regents Exam in Global History and Geography



In the Class of 2012, 86% of students have passed the US History and Government Regents Exam. Further, all students in the Class of 2012 have passed the Global History and

Geography Regents Exam and 76% of students in the Class of 2013 have passed this exam as well.

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Achieved for the Class of 2012 despite having not finished its fourth year
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Achieved for the Class of 2012 and Class of 2013 despite having not finished its fourth year

Action Plan

Green Dot New York Charter School expects its students to have mastery over social studies content. This mastery can be demonstrated through formal and informal assessments over the course. Specific intervention programs have been put in place to ensure students meet their learning goals in history. Office hours are offered two days a week, rather than just one day per week. Students who do not feel confident in what they are studying are strongly encouraged to attend. There is a homework intervention club in which students are given more support on their homework, especially in social studies. We also run Saturday learning sessions to help students enhance their content knowledge and skills, as well as prepare for the examination for six weeks during the time leading up to the exam.

We plan to have the Class of 2012 take Participation in Government and Economics or Advanced Placement Government. The seniors who are not taking an advanced placement course will also take the History of New York City as a humanities course to help prepare students for college.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

NCLB status reports Green Dot New York Charter School to be in "Good Standing."

Evaluation

We have met the measure.

NCLB Status by Year

Year	Status
2008-2009	In good standing
2009-2010	In good standing
2010-2011	In good standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will meet all of New York State graduation requirements

Goal 6: Absolute Measure

Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

To pass a course at Green Dot New York Charter School and earn credit, students must complete their courses with a 70% average or better. All courses are annualized where credit is given at the end of the year for students whose average over four quarters meets or exceeds 70%. Advisory is the only course where a student does not earn two credits for passing. In this course students earn 1.0 credit.

In order to be considered a 10th grader, 9th grade students must earn a minimum of 11 credits. This is because New York State requires students to earn 44 high school credits to graduate, therefore 11 credits per year. An 11th grader must have 22 credits by the end of the second year of high school. A 12th grader must have 33 credits by the end of the third year of high school.

Results

9th Grade (Class of 2014)

Of our 100 freshman, 61 students had more than 11 credits this year before summer school. The remaining 39 students were programmed for summer school and are working to gain the credits necessary to be considered 10th graders. Additionally, several 9th grade students were programmed for summer school classes in order to increase their total number of credits despite having already accumulated at least 11 credits.

10th Grade (Class of 2013)

Of our 99 sophomores, 75 students had more than 11 credits this year before summer school. The remaining 24 students were programmed for summer school and are working to gain the credits necessary to be considered 11th graders. Additionally, several 10th grade students were programmed for summer school classes in order to increase their total number of credits despite having already accumulated at least 22 credits in their first two years.

11th Grade (Class of 2012)

Of our 93 juniors, 62 students earned more than 11 credits this year before summer school. The remaining 31 students were programmed for summer school and are working to gain

the credits necessary to be considered 12th graders. Additionally, several 11th grade students were programmed for summer school classes in order to increase their total number of credits despite having already earned at least 33 credits in their first 3 years.

Evaluation

The measure will be evaluated in August of 2011, but it has already been reached for the Class of 2013.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

Students who are part of the Class of 2012 took the Integrated Algebra Regents Exam in June or August of 2009, or in January and June of 2010. Students took the Living Environment Regents Exam in January, June, and August of 2010 and Global History and Geography Regents Exam in June and August of 2010.

Students who are part of the Class of 2013 took the Integrated Algebra Regents Exam in January, June, and/or August of 2010, or in June of 2011. Students took the Living Environment Regents Exam, Global History & Geography, Geometry Regents Exam, and/or Spanish Regents Exam in June of 2011.

Results for the Class of 2012—in the first two years only

- Integrated Algebra – 99%, 101 out of 102 students have passed
- Living Environment – 98%, 100 out of 102 students have passed
- Global History and Geography – 84%, 86 students of the 2012 cohort have passed
- Geometry (not required for graduation) – 54 students have passed
- Spanish (not required for graduation) – 36 students have passed

Results for the Class of 2013—in the first two years

- Integrated Algebra – 100%, all 99 students have passed
- Living Environment – 83%, 82 out of 99 have passed
- Global History and Geography – 76%, 75 out of 99 students have passed
- Geometry (not required for graduation) – 43 students have passed
- Spanish (not required for graduation) – 41 students have passed

Evaluation

After the August 2010 administration of Regents Exams, 86 students out of 102 have passed at least three Regents Exams. That is 84% of the cohort.

After the June 2011 administration of Regents Exams, 72 out of 99 students in the Class of 2013 have passed three Regents Exams. With several students in this cohort scheduled to take Regents exams in August of 2011, we expect to reach this measure.

Additional Evidence

N/A

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

Results

Data is unavailable at this time. The first graduating cohort will be in June of 2012.

Goal 6: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

N/A

Results

Data is unavailable until June of 2013.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.

Method

Not available until June 2012.

Results

Data is unavailable until June of 2012.

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of	Data available in August 2011

	August and be promoted to the next grade.	
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved for the Class of 2012 and expected to be achieved in the Class of 2013
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Data is available in June 2012
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Data is available in June 2013
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Data available in June 2012

Action Plan

Green Dot New York Charter School is committed to ensuring that students reach their requirements for graduation. We plan on using data more effectively by benchmarking for all subject areas in the future. We will create a strong school-wide benchmarking system so all teachers can better track the progress of each student and their own work.

We will also use PowerScheduling, a feature of PowerSchool. This is so students can be programmed independently rather than in heterogeneous groups. This will allow us to better individualize student schedules to meet their needs as it relates to their graduation requirements according to New York State.

Teachers at Green Dot are very focused on New York State Learning Standards, which is of course in line with the Regents courses. All teachers must submit their curriculum map, syllabus, unit plans, and lesson plans for review. These are aligned with the New York State **standards as well as the school's mission. These are held in binders in the Principal's Office.**

Teachers at Green Dot are also very mindful of at-risk students and those who require academic intervention to reach the targets necessary for graduation. All teachers hold office hours after school at least one day per week to provide tutoring, study skills, and extra support to students that need them. Our mathematics and ELA teachers mandate that certain struggling students attend. Kid Talk is a grade level meeting held to discuss the progress (or lack thereof) of one struggling student in order to determine the best teaching strategies to reach the particular student and interventions by the school. As an example of its immediate success, of the six students who were the subject of a Kid Talk session during first marking period, five saw an increase in average between the time of their session and the end of the second marking period.

Professional development focused on a variety of pedagogical topics throughout the course of the year including writing across the curriculum, teaching English Language Learners, student-centered teaching and learning, classroom management, and best instructional practices. Teachers also reflected on units of study in their curricula and determined next steps for next year. Advisory teachers dedicate a minimum of two sessions per week to helping students improve academically. Teachers have focused on being organized, literacy and numeracy skills, increasing homework production, study skills, etc. In addition, our guidance counselors meet with students struggling academically and created a non-mandated list of students to whom she provides weekly counseling as well.

Most teachers have volunteered to mentor students who are struggling academically. Mentoring is an intervention where teachers meet with students and discuss why they are struggling, how they can improve, and how that adult can support the student. Our guidance counselors provide weekly academic intervention sheets as needed for certain struggling students. These sheets are given out on Monday, collected on Friday, and signed **by all teachers and the student's parent. It is describes the student's progress on** homework, class work, and behavior. All special education students receive SETSS, modifications, speech if applicable, and counseling services.

Attendance continues to be a major focus for teachers and administrators at Green Dot. This year our daily attendance average was over 93%. If a student is excessively absent he or she must attend a conference with the Assistant Principal and/or Principal and that student must sign an Attendance Contract. If the student breaks this contract, further disciplinary actions are taken against the student. Given the high standards in the classrooms, it is essential that students are present daily. The more absences a student has, the higher the likelihood of academic failure and eventual dropping out. Our guidance counselors, teaching staff, and administration are committed to ensuring all students come to school regularly.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All graduating Green Dot New York Charter School students will be prepared for academic institutions of higher education.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT in Critical Reading and Mathematics.

Method

98 out of 100 10th grade students took the PSAT on October 17, 2010. Data was provided by the College Board.

Evaluation

The Class of 2013 had a performance average for the PSAT reading portion section was 35.4 (an increase in 0.7 from the Class of 2012). The New York average for critical reading was 40.5. The performance average for the math portion was 33.8 (a decrease of 4.6 from the Class of 2012) and the New York average was 42.4.

In Critical Reading and Mathematics, our students scored below both the New York State average. The chart and graph below show the averages for New York State and Green Dot New York Charter School.

	Critical Reading	Mathematics
PSAT-10th grade		
GDNYCS 2010-11	35.4	33.8
New York State	40.5	42.4

Difference	-4.8	-8.6
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Additional Evidence

99% of our students come from racial and ethnic backgrounds that historically have underperformed academically when it comes to graduation rates, college attendance, standardized examinations, and economic status. Although 8th grade ELA and mathematics data from New York State has been dubious at best and still remains unclear to a large extent, we believe that the vast majority of our students do not enter high school at grade level in English or mathematics. In addition, with 89% of our students eligible for free or reduced-price lunch, we believe it is safe to say that our students come from an extremely high needs area. When they enter high school their disadvantage is extreme on national standardized exams like the PSAT.

Nonetheless, we believe the data provided by the College Board does not tell the real story. Data is not provided on how African-American, Hispanic-American, and Title I eligible students perform on the national exam. Thus, the comparison of our students to the average New York State student is nothing more than an apples-to-oranges comparison, lacking real analytical substance.

Regardless, we are working to overcome this cultural, social and academic weakness through a series of previously-listed interventions. Our math and English curricula are student-centered and the 4 year course of study revolves around their individual needs as learners.

Goal 6: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

Data will be available in June of 2012.

Goal 7: School Created College Prep Measure

Each year, 75% of graduating students will enroll in a college or university.

Method/Action Plan

Our goal at Green Dot is to provide students with the skills and knowledge necessary to both be successful at college and have the tools necessary to navigate through the college

application process. To reach this goal we try to expose the students to as much higher education as we can. We offer field trips to local colleges and will continue to do so each year. This year, students visited Hunter, Lehman, Brooklyn, Queens, Baruch, and City Colleges as well as Columbia, Fordham, Skidmore Colleges and SUNY Binghamton. We also host an annual Career Day, drawing local college-educated professionals from a variety of backgrounds, and College Day where students from universities can share their academic experiences with our students.

Throughout the four years, students take part in advisory **which focuses on the students'** academic development. In their junior year, advisory is dedicated to college planning and SAT preparation. Juniors take an SAT-preparation course runs the same length as other courses and includes 230 minutes of direct instruction weekly. The 11th grade advisory program is focused on helping the students to identify their long term educational goals and monthly address different themes such as financial planning, higher learning options, exam protocol and preparation, etc.

We have had and will continue to have workshops for parents on the college application process and financial aid process. **In the students'** senior year, the school will hire one teacher whose class focuses on skills needed in college. This will be a humanities class with a focus on the social history of New York. We expect to implement a college now program which is run by City University of New York and advanced placement classes for seniors.

There is one guidance counselor per grade. The guidance counselor **for the students'** junior year assists all students with college planning and the guidance counselor for senior year focuses completely on the entire college application process.

Students take eight classes per year every year. Many of them end in Regents Exams so students have the opportunity to take two Regents exams in Science, two in mathematics, two in social studies, one in English, and one in Spanish. Thus, students have the opportunity to pass eight Regents exams to earn an Advanced Regents Diploma.

Results

Data will be available in 2012

Evaluation

Data will be available in 2012

Goal 7: School Created Measure

Each year, the graduating class will outperform New York City Department of Education high schools, excluding its specialized high schools, in percentage of Advanced Regents Diplomas earned.

Method

Results

Data is available in June 2012.

Evaluation

Data is available in June 2012

Summary

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Did not reach target
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Data available in June 2012
Absolute	Each year, 75% of graduating students will enroll in a college or university.	Data available in June 2012
Comparative	Each year, the graduating class will outperform New York City Department of Education high schools, excluding its specialized high schools, in percentage of Advanced Regents Diplomas earned.	Data available in June 2012

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Burton Sacks
2. Charter School Name Green Dot N.Y.
3. Charter Authorizer Entity State University of New York
4. Home Address* [REDACTED] Atlantic Beach, NY 11590
5. Business Address* [REDACTED], New York, NY 10075
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g., chair, treasurer, parent representative)
Trustee

9. Is the trustee an employee of the school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	NONE		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
		NONE		

Signature

Date

7/13/11

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Bonnie Steinberg
2. Charter School Name State University of New York
3. Charter Authorizer Entity Green Dot New York Charter School
4. Home Address* [REDACTED]
5. Business Address* [REDACTED]
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ☒ Yes ☐ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ☒ Yes ☐ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write *None*. Please note that if you answered *Yes* to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
<i>None</i>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write *None*.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<i>None</i>				

Signature

Date

7/27/11

Appendix F: Disclosure of Financial Interest Form

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Deborah Levitzky
2. Charter School Name Greendot New York Charter School
3. Charter Authorizer Entity State University of New York
4. Home Address* [REDACTED] Brooklyn, NY 11201
5. Business Address* [REDACTED]
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
	NONE		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		NONE		

Signature

Date

July 30, 2011

08/01/2011 14:34 FAX [REDACTED]

0001/0002

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Charles King
2. Charter School Name Green Dot
3. Charter Authorizer Entity State University of New York
4. Home Address* [REDACTED] New City, NY 10956
5. Business Address* [REDACTED] NY, NY 10010
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g. chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

08/01/2011 14:34 FAX

0002/0002

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
		NONE	

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
		NONE		

Signature

Date

7/28/11

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank. <i>None</i>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. <i>None</i>				

Signature

Date

07/19/2011

Jul. 27. 2011 11:44 AM

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Appendix F: Disclosure of Financial Interest Form**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11****Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) STEVE BARR
2. Charter School Name GREEN DOT NEW YORK CHARTER SCHOOL
3. Charter Authorizer Entity SUNY BOARD OF TRUSTEES
4. Home Address* [REDACTED] LOS ANGELES CA 90039
5. Business Address* [REDACTED] LOS ANGELES CA 90017
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Board of Director for Green Dot Public Schools,
Zero Salary, 1999

Jul.27.2011 11:44 AM

PAGE. 3/ 3

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
	NONE		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
	NONE			

Signature

Date

7.27.2011

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2010-11

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) Gideon Stein
2. Charter School Name Green Dot New York
3. Charter Authorizer Entity SUNY CSS
4. Home Address* [REDACTED] NY NY 10025
5. Business Address* [REDACTED] NY NY 10036
6. Daytime Phone* [REDACTED]
7. E-Mail Address* [REDACTED]
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ☐ Yes ☒ No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
	None		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
	None			

Signature: [Redacted]

Date: 7/25/11